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ABSTRACT

The primary emphasis of the Texas Junior High School Study was the investigation of process-outcome relationships in 136 junior high school math and English classes. A total of 68 teachers were observed in nine junior high schools in a large urban school district. Teachers also responded to a questionnaire and an interview focusing on presage variables such as teachers' beliefs, expectations, assumptions about teaching, and self-reports of instructional practices. Two outcome measures were used: an achievement test reflecting the subject matter taught, and student ratings of teachers. The appendix presents the questionnaire to which the teachers responded, and the interview used along with the codable responses given by the teachers. (Author/BW)

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Texas Junior High School Study:

Teacher Self-reports and Student Outcomes

Examples of Interview

and Questionnaire

Appendix A

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TEACHER QUESTIONNAIRE FILLED OUT

BY MATH AND ENGLISH TEACHERS IN THE

TEXAS JUNIOR HIGH SCHOOL STUDY

TEACHER QUESTIONNAIRE

Code #_____

A. PERCENTAGE ESTIMATES

Please estimate the percentages you feel are correct for each of the following items.

1. It would be ideal if every student mastered the curriculum. Realistically, however, we know that some do and some do not. In general, what percent
V# of your students do you expect to master the curriculum?

1. _____%

0-19% = 1	60-79% = 4
20-39% = 2	80-99% = 5
40-59% = 3	

2. What percent of your grades do you believe to be based on objective evidence and what percent on subjective impressions?

2. _____% objective

3. _____% subjective

100% total

0-19% = 1	60-79% = 4
20-39% = 2	80-99% = 5
40-59% = 3	

3. Do you think that frequent disciplinary problems are due to lack of interest in the subject matter or to laxity in enforcing rules?

4. _____% lack of interest in the subject matter

5. _____% laxity in enforcing rules

6. _____% other (factors intrinsic in the students)

100% total

0-19% = 1
20-39% = 2
40-59% = 3
60-79% = 4
80-99% = 5

4. What % of the time do you think should be spent giving lectures or demonstrations and what % spent asking questions and conducting discussions?

7. _____% lectures, demonstrations

8. _____% questions, discussions

9. _____% seatwork

100% total

0-19% = 1
20-39% = 2
40-59% = 3
60-79% = 4
80-99% = 5

5. Some feel that learning should be as errorless as possible, while others feel that students should be challenged with difficult material even if it means making more errors. The first group would want 100% correct performance, while the second group would want some lower %. What do you feel is the ideal percentage of correct responses in the following situations:

10.	_____%	a. General class discussions in which the students are responding to your questions (100% = errorless performance).
11.	_____%	b. Seatwork and homework assignments (100% = errorless performance).

0-19% = 1
20-39% = 2
40-59% = 3
60-79% = 4
80-99% = 5

6. About what percentage of your teaching is devoted to individuals, to subgroups in the class, or to the class as a whole?

12.	_____%	to individuals
13.	_____%	to subgroups
14.	_____%	to whole class
	100%	total

0-19% = 1
20-39% = 2
40-59% = 3
60-79% = 4
80-99% = 5

B. CHECKLISTS

Please check the appropriate blank.

15. 7. How much homework do you regularly assign?

= ___1___ Less than once a week

= ___2___ Once a week

= ___3___ Twice a week

= ___4___ Almost daily

= ___5___ Daily

8. In looking at a student's past record, which do you feel is more valuable in giving information about him?

16. 0-1 _____ grades,

17. 0-1 _____ achievement test scores,

18. 0-1 _____ or other, more subjective, evaluations?

9. In general, do you

19. 0-1 _____ "dress up" a lesson or learning experience to try to make it more interesting for the students, or

20. 0-1 _____ assume they will enjoy it and will not need any special attempts to drum up enthusiasm?

10. How do you measure your success in teaching? (How do you know whether or not you have succeeded? (Check all that apply.)

21. 0-1 _____ students appear to understand the material

22. 0-1 _____ fewer questions from the class

23. 0-1 _____ students get right down to work

24. 0-1 _____ slower students also appear to understand

25. 0-1 _____ seatwork assignments are done correctly

26. 0-1 _____ class is well-behaved

27. 0-1 _____ students seem to enjoy school

28. 0-1 _____ students work on their own

11. How do you feel is the best way to include parents? (Check all that apply.)

29. 0-1 _____ as tutors at home for children who are having problems

30. 0-1 _____ regular participation in the PTA and its projects

31. 0-1 _____ help in field trips

32. 0-1 _____ helping with pep squad, drill team, sports, or other school activities

33. 0-1 _____ cooperate with the school in disciplining the child at home

34. 0-1 _____ supporting the teacher in seeing to it that work gets done and child's class projects are turned in one time, homework gets done, supplies are bought and brought to school.

35. 0-1 _____ Just simply providing a warm and positive environment at home

36. 0-1 _____ providing enriching materials, books, records, games, puzzles, experiments

C. BELIEFS ABOUT GOOD TEACHING

Below are several activities and teacher traits that have been proposed as aspects of good teaching. How important do you think these are? Indicate how important to good teaching you think each activity is by checking one of the five columns.

		Not Important	Slightly Important	Moderately Important	Very Important	Absolutely Necessary
		1	2	3	4	5
37.	1. Explain, inform, show how					
38.	2. Initiate, direct, administer					
39.	3. Diagnose learning problems					
40.	4. Make curriculum materials					
41.	5. Organize and arrange the classroom					
42.	6. Allow students to become involved in ugly or distressing aspects of subjects					
43.	7. Provide the same materials for each student in the class					
44.	8. Require the undivided attention of the group and admonish those who do not respond.					
45.	9. Encourage studens to tackle difficult problems that might be "over their heads"					
46.	10. Make students emphatically aware that they are here to study and learn					
47.	11. Engage students in peer tutoring (in which one student works with another to help him learn something he doesn't understand)					
48.	12. Getting to know students well and developing warm personal relationships with them					

			Not Important	Slightly Important	Moderately Important	Very Important	Absolutely Necessary
			1	2	3	4	5
49.	13.	Sense of humor					
50.	14.	Ability to control the class					
51.	15.	Ability to give clear instructional presentations					
52.	16.	Ability to do remedial work with slow learners					
53.	17.	Ability to motivate students to enjoy classroom work					
54.	18.	Enthusiasm					
55.	19.	Warmth					
56.	20.	Frequent praise					
57.	21.	Ability to get student respect					
58.	22.	See that students do well on the Metropolitan, the Stanford, or other such achievement tests					
59.	23.	Knowledge of and use of behavior modification techniques					

D. MOTIVATIONAL TECHNIQUES

How often do you use each of the following methods to motivate your students? Please check the appropriate columns.

			Never	Rarely	Occasionally	Often	Regularly
			1	2	3	4	5
60.	1.	Praise					
61.	2.	Public recognition (announce achievements to whole class)					
62.	3.	Exemption from tests					
63.	4.	Special privileges					
64.	5.	Contests, competitive games					
65.	6.	Notes to parents					
66.	7.	Written comments on paper					
67.	8.	Other _____ (Specify)					

E. Educational Opinion Inventory

The following is a subpart of a larger questionnaire designed to elicit opinions about teaching and its methods and goals.

There is considerable disagreement about these, and thus no "correct" answers. Please give your own opinion about the statements.

Read each statement and decide how YOU feel about it. Then mark your answers on the space provided.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
68.	1. It is better to avoid word games and similar exercises in which students compete with one another in front of the whole class.	1	2	3	4	5
69.	2. Knowledge of facts must come first if generalizations are to be made, understood, and remembered.					
70.	3. A good teacher is free to admit his ignorance openly and frequently.					
71.	4. Teachers should teach subjects rather than attitudes.					
72.	5. Students can learn mathematics as well as any other subject.					
73.	6. The primary objective of schooling should be to train students to handle their problems of social adjustment.					
74.	7. Teaching should be oriented toward preparing students to do well on city-wide or state-wide tests.					
75.	8. Learning anything worthwhile is difficult, and everyone involved in the process (both teacher and students) finds it tiring.					

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
76.	9. Without proper training, students' mental abilities will remain undeveloped.	1	2	3	4	5
77.	10. Some students ask too many questions					
78.	11. Students learn much from interaction with their peers; therefore the teacher should provide abundant opportunity for small group discussions in the classroom.					
79.	12. It is natural and healthy for a student to resist his teacher.					
80.	13. Teachers should talk to students just as they would to any adult.					
81.	14. A student should expect school-work to be interesting.					
82.	15. Unless explanations are short, students tend to lose interest and ability to follow.					
83.	16. Letting the faster students help the slower ones is a good way to keep both kinds of students occupied.					
84.	17. Teachers should give students a great deal of practice in mathematics at the blackboard.					
85.	18. A teacher need spend only a little time with bright students since they can usually learn by themselves.					
86.	19. The more difficult the task the better for the student.					
87.	20. Differentiation of work among students according to ability does not seem to be a workable idea.					

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
88.	21. A teacher should discourage students from moving around the room freely.	1	2	3	4	5
89.	22. One should expect students to forget much that is told them.					
90.	23. The old saying "practice makes perfect," is after all a rather complete summary of what determines learning.					
91.	24. The teacher who relies heavily on textbooks will have more difficulty doing effective teaching.					
92.	25. Teachers should make it a point to be wrong occasionally and then acknowledge the fact that they had made a mistake.					
93.	26. Teaching should be evaluated, in its own right and by its own standards, independently of how much learning results from it.					
94.	27. A good teacher must be a determined person.					
95.	28. The impact of the teacher is far more important than all other aspects of the school environment combined.					
96.	29. The personality of the teacher is the most important of his or her pedagogical qualifications.					
97.	30. Teachers should use some of the students' own "lingo" or slang.					
98.	31. Teachers should reward effort and penalize lack of effort regardless of the amount of mastery achieved.					

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
99. 32.	Probably the best way to get children to learn is through the setting of high standards and the application of insistent pressure.	1	2	3	4	5
100. 33.	Even at the risk of boring some students, the teacher should take pains to explain things thoroughly.					
101. 34.	Giving students rational insight into the nature of the number system will not appreciably reduce the amount of drill necessary in the teaching of mathematics.					
102. 35.	Calling attention to the accomplishments of others has little value in stimulating achievement.					
103. 36.	Giving students failing grades does little to promote achievement.					
104. 37.	It is better for teachers to err on the side of underexplaining than overexplaining.					
105. 38.	High grades reinforce effort by making the student work harder or continue to work hard.					
106. 39.	Stricter rules would help eliminate discipline problems.					
107. 40.	I.Q. tests should be eliminated because they merely label students and do not provide teachers with useful information.					

F. BIOGRAPHICAL INFORMATION

8.1. Post graduate work: (check one)

5 Have graduate degree.

4 Have coursework credit toward graduate degree.

3 Just beginning work toward graduate degree.

2 Not now enrolled but plan to be.

1 Not now enrolled, do not plan to be.

9.2. If graduate degree, where from?

1 = teachers college (may be classified as a university, e.g. Southwest Texas, SFA ETSU, etc.)

2 = major university

10.3. Total years teaching experience. 2-4 = 1; 5-8 = 2; 9-12 = 3; 13-16 = 4; 16+ = 5

11.4. How many years teaching at Junior High level? Same scale as above

12.5. How many years teaching present subject matter at Junior High level? same scale as above

6. Professional organizations to which you belong:

13. 0-1 TSTA

14. 0-1 NEA

15. 0-1 AFT

16. Other: (specify) 0-1

7. Do you have a child or children of your own? _____ Number? _____

What are their ages? _____

17. 0 = no
1 = yes but none 12 or older
2 = yes & at least 1 between 12-14
3 = yes but all past 14

INTERVIEW USED WITH JUNIOR HIGH SCHOOL

MATH AND ENGLISH TEACHERS IN THE

TEXAS JUNIOR HIGH SCHOOL STUDY

(This interview lists the questions asked
along with the codable responses given
by the teachers.)

THE JUNIOR HIGH INTERVIEW

Variable #

STUDENT ABILITY

1. Do you feel that having several levels of ability in one classroom presented a problem to you?

1 = no

07001

2 = yes

2. How did you cope with having several ability levels in each class in order to provide instruction for all of your students?

Checklist (1 - absent, 2 = present)

07002 - ability grouping

07003 - individualized work, self-paced, learning centers, IGE, contract work

07004 - different level materials and assignments; supplementary materials; instructional games

07005 - more special attention, conferences, work after school (teacher only)

07006 - peer tutoring, allow students to work together

07007 - differential testing and grading; expect less from slow students, extra credit for extra work

07008 * - teach to high or middle group -- hope others catch on (whole class approach); neglect some, ignore the problem

07009 - other, resource teacher (either comes in regular class or kids go out to her); student teacher; teacher aide

Scale

* 1 = response indicates avoidance of responsibility (ignores the problem or sends student out to resource room -- category that is starred).

07010 2 = response reveals both avoidance and remediation

3 = response shows only remediation -- teacher attempts to help the student herself within the classroom.

Variable #

3. Do you feel that your methods for coping with several ability levels in each class worked?

1 = no, qualified -- but it's the best I can do, could be worse.

2 = DK, NR -- uncertain, unsure

07011

3 = qualifled yes -- works for some units; works for most kids, most of the time; best I can do

4 = yes.

4. If you group students, how are the groups determined?

Checklist (1 = absent, 2 = present)

07012 - ability group, determined by diagnostic tests; CAT scores

07013 - ability group, determined by observation and assessment of class performance; see how well they read and write; use own judgment; talk, conference with student

07014 - group by ability (usually no other response is given)

07015 - named other types of groups; randomly assigned or balanced groups (leaders in each group) for particular activities or so students can work together, help eachother

5. Which groups of students get the most attention?

(2 pt. scale)

1 = equal time given to all groups, or question is non-applicable

07016

2 = does target attention to certain groups (low, middle, high, low and high, troublemakers, loudest group)

(3 pt. scale)

1 = low group gets most attention

07017 2 = middle group gets most attention

3 = high group gets most attention

6. Do you individualize?

Scale

1 = no, qualified no

07018 2 = qualified yes

3 = yes

18

Variable #

7. How do you individualize?

Checklist (1 = absent, 2 = present)

07019 - self-paced work, contracts, packets, kits, learning stations

07020 - differing expectancies and personalized assignments; extra credit work, less work to slow students; special materials to outliers; differential testing and grading; some choice of assignment

07021 - ability groups; having different assignments (this is not real individualization, but grouping)

07022 - other, including extra help; conferences; after-school help; help from resource teacher, aide, student teacher

(With some teachers, may need to refer back to questions 2 and 4).

7a. Referring to questions 5 and 7, an overall tally of who does what: (score actual situation as indicated by overall response)

07023 - teacher uses groups and individualizes

07024 - teacher individualizes only

07025 - teacher groups only

07026 - teacher does neither

ASSESSMENT

8. How often do you give tests?

(note: the Ns on this scale do not include weekly spelling tests. 21 teachers said they gave weekly spelling tests. These responses are not scored because they inflate test frequency for English teachers.)

(4 pt. scale)

1 = unit tests every 4-6 weeks; when material is covered; at end of unit; infrequently or not at all; names no time interval but says "after skill is learned," etc. (seems to be rather infrequently)

07027 2 = every 1 1/2 - 3 weeks.

3 = weekly or very frequent quizzes; several per unit; frequent pop quizzes

4 = weekly or frequent quizzes; as well as large unit tests every 2-6 weeks. These teachers test a lot.

Variable #

9-10. Do you give prepared tests which come with the curriculum or do you develop your own?

(2 pt. scale)

2 = teacher uses both teacher-made and prepared tests

07028

1 = teacher uses only teacher-made tests.

11. If you do develop your own tests, what are the advantages?

Checklist (1 = absent; 2 = present)

07029 - teacher-made tests correspond better to lesson content; can test what is taught, stress what was stressed; students familiar with material; tailored to lessons; better measure of how well they understood what was taught; better measure of teacher effectiveness.

07030 - can give different tests for different ability groups; can individualize more

07031 - use vocabulary, terminology that students understand; clearer instructions; no tricky, ambiguous questions; better form; test is similar to homework

07032 - other

12. What are the disadvantages of developing your own tests?

Checklist (1 = absent, 2 = present)

07033 - problems in measurement: self-made tests are not standardized, valid, or reliable; hard to judge difficulty level; may be too hard or easy; may not measure what was intended; hard to include all the right things; may be inconsistent, uneven; hard to make fair tests; don't cover enough different skills; not comparable to standardized tests they will take later; may neglect important areas; weak teachers make weak tests.

07034 - takes a lot of time, effort, work.

07035 - other.

20

Variable #

13. What methods do you use to determine students' progress or difficulty areas at the beginning of the year when you are unfamiliar with the students in your class?

Checklist (1 = absent; 2 = present)

07036 - observation of classroom performance and behavior

07037 - permanent record file or ask past teachers or counselor; past achievement scores, personal folder, teacher recommendations

07038 - oral work, reading aloud

07039 - writing sample; have them write a paragraph or autobiography

07040 - specified standard diagnostic test

07041 - diagnostic test (unspecified whether standard or self-made)

07042 - specifies self-made diagnostic test

07043 - other; ask the student

14. What methods do you use to diagnose the cause of a learning problem? (Establish step-by-step process if there is one)

Checklist (1 = absent; 2 = present)

07044 - observe, analyze classroom performance and behavior

07045 - refer student to counselor, resource teacher, special ed. teacher

07046 - consults permanent file, counselor, or other teachers for information

07047 - work with student individually; conference with student

07048 - use diagnostic test

07049 - parent contact

07050 - other

Response shows step-by-step process.

Scale

1 = process absent

07051

2 = process present

Variable #

15. What kind of materials are obtained or prepared for students who need remedial work or enrichment?

Checklist (1 = absent, 2 = present)

07052 - supplementary materials: packets, kits, series, workbooks, canned packages

07053 - different level texts, readers.

07054 - teacher-made materials: dittos, handouts, etc.

07055 - puzzles, games

07056 - audio-visual aids, listening center, analog computer

07057 - extra credit projects, assignments

07058 - referral to resource teacher, or special help

07059 - other: reading class, easier assignments

Response includes enrichment.

Scale

1 = absent

07060

2 = present

16. How much emphasis do you place on individual student effort versus actual achievement in deciding on grades?

(3 pt. scale)

1 = 0-39% of grade is for effort; effort counts very little; take effort into consideration; effort can change borderline grades; counts more in low classes. In high classes, achievement is most important.

2 = 40-59% of grade is for effort; effort counts a lot, quite
07061 a bit; if he tries, he'll pass; never fail a kid who tries

3 = 60-99% of grade is for effort; more emphasis on effort than on achievement; primarily effort; major emphasis on effort.

17. Do you use a curve in grading?

(3 pt. scale)

3 = yes

07062 2 = qualified response; sometimes, depends on class performance or difficulty of materials, curve for effort, occasionally use curve, etc.

1 = no

Variable #

18. How do you try to prevent confusion when presenting new or difficult material?

Checklist (1 = absent, 2 = present)

07063 - use examples; graphic, concrete examples; materials they can manipulate

07064 - explain it several different ways, be redundant, repetitive; present material slowly in small steps, successive approximation, a little at a time, detailed lecture

07065 - use visual and auditory aids: overhead, blackboard, films

07066 - relate to previous material and build from there; start from where they know

07067 - generate interest, motivation by relating to real world; try a novel approach to gain interest; be entertaining

07068 - ask for questions, discuss with students, watch for puzzled faces

07069 - give oral explanation, lecture

07070 - check comprehension by giving exercises, test, board work, drill

07071 - give handout of items to be covered; written list of instructions, explanation

07072 - private contacts

07073 - have students work problems along with teacher; take notes, etc. (active student participation)

07074 - other: have peers explain, teach and/or simplify vocabulary; keep students quiet and attentive

Variable #

19. What do you do with students who deliberately try to cover up the fact that they are lost and don't understand? (Establish step-by-step process if present)

Checklist (1 = absent, 2 = present)

07075 - avoid embarrassing the student; try to build trust, confidence; let them know (s)he knows and help is available; create non-critical, comfortable atmosphere; try to draw out

07076 - special attention during class; individual contacts; give feedback; work with student, reteach.

07077 - have them come before or after class for a talk or extra help

07078 - question or call on them in class; get them involved at board or answering questions

07079 - student must take some initiative, up to individual to seek help; work with student who's trying, forget the one who isn't

07080 - get help from, or have conference with counselor, principal, parents; check records for LD

07081 - not a problem, doesn't happen much

07082 - other; individual contracts; catch it on quizzes and/or tests; student can call teacher at home; tutor.

Response shows step-by-step process.

1 = absence of process

07083

2 = presence of process

CLASSROOM MANAGEMENT AND ORGANIZATION

20. Do you have established rules and procedures for each of your classes regarding appropriate behavior in class?

(2 pt. scale)

1 = no, qualified yes/no

07084

2 = yes

Variable #

21. What are the established rules and procedures for each of your classes regarding appropriate behavior in class?

Checklist (1 = absent; 2 = present)

07085 - come to class prepared, bring supplies, homework and materials

07086 - be on time, be in seat when bell rings, no tardiness

07087 - sit in assigned seat

07088 - don't leave seat without permission

07089 - don't talk while teacher or another student is speaking or during lecture, and instructions; talk one at a time, don't interrupt; raise hand before speaking

07090 - quiet, non-disruptive talking during seatwork is allowed, but no disruption, excessive noise, loud talking or bothering others

07091 - no fighting, horseplay, throwing paper

07092 - no gum or food

07093 - mutual respect and courtesy, respect the rights of others

07094 - other: profanity; obey school rules; be responsible for own behavior; clean up room; specific form for written assignments; no stealing; don't sharpen pencils while teacher talks or throw away papers.

22. Do you have rules for turning in homework and seatwork?

1 = no

07095

2 = yes

Variable #

23. What are your rules for turning in homework?

Checklist (1 = absent, 2 = present)

07096 - distinguishes between excused and unexcused in accepting late papers

07097 - penalizes grade for late work, give zero, deduct points, etc.

07098 - sets a deadline beyond original due date; loose on due dates (except usually due by test time)

07099 - due on due date (mainly seatwork)

07100 - has procedural rules for handling homework/seatwork papers; place in designated spot, do in ink/pencil only; grade own papers, etc; form counts

07101 - other: checks only occasionally, loosely for comprehension

24. Do you have rules for making up missed work?

1 = no

07102

2 = yes

25. What are your rules for making up missed work?

Checklist (1 = absent, 2 = present)

07103 - sets a time limit

07104 - mentions student responsibility in completing work

07105 - penalizes grade (deducts points or gives zero for late work due to unexcused absence or kid who misses makeup deadline after excused absence)

07106 - teacher takes some responsibility, reminds student, gives him list of missed work, encourages him to do it

07107 - other: missed work must be made up; laissez-faire attitude; teacher wants it done but not too badly.

26. Do the procedures and rules differ for each of your classes? (Behavior, seatwork, and missed work)

(2 pt. scale)

1 = no

07108

2 = yes

Variable #

27. How do the rules and procedures differ for each of your classes? (behavior, seatwork, and missed work)

Checklist (1 = absent, 2 = present, NR = ND)

07109 - other: minor variations in strictness with various classes

07110 - structure determined by ability level

07111 - structure determined by behavior

07112 - academic differentiation -- requires less and different work from lower ability classes.

28. How do you organize classroom control at the beginning of the year?

Checklist (1 = absent, 2 = present)

07113 - assign seats

07114 - be strict, stern at first, stay distant, loosen up later

07115 - visual aid -- pass out rules, post rules, have kids copy rules

07116 - enforce the rules, don't hesitate to punish, make example of kid

07117 - use student input in establishing and/or enforcing rules

07118 - Teacher announces rules and consequences of breaking them

07119 - teacher tells her expectation, "has a talk," rap sessions about classroom behavior (lower key than previous category)

07120 - laissez-faire approach, no systematic laying down of law, build gradually, informally

07121 - other.

Note: There doesn't seem to be a step-by-step process involved in establishing classroom control. Teachers do a variety of things the first day of class, but these things are not hierarchical and do not comprise any particular process.

Variable #

29. Have these classroom control methods worked for you?

(3 pt. scale)

3 = yes

07122 2 = qualified yes; not totally satisfied, works for some classes, works as well as anything, could be better

3 = no

30. What other classroom control methods might you consider trying?

Checklist (1 = absent, 2 = present

07123 - none, NR, N/A, satisfied with present system

07124 - firmer, stricter enforcement; be more consistent, systematic, follow through more

07125 - try reality therapy, behavior contracts; behavior modification

07126 - let students help make, enforce rules, punishments; class review board, officers, etc.

07127 - other; F factor; meeting with counselor; wish I knew something else to try; I'm open to new ideas; grouping; more parent contact; detention; give free day to well-behaved student

31. Can students move to another seat if they want to, or is your seating fixed?

(3 pt. scale)

(1 = absent, 2 = present, 3 = ND (if intent of response is not clear)

3 = flexible seating

07128 2 = varies according to classroom context; can move with permission

1 = fixed seating.

Variable #

32-33. What are the advantages and disadvantages of flexible versus fixed seating?

Checklist of pro's and con's of flexible and fixed seating: (1 = absent, 2 = present)

07129 - socializing and talking: is a problem with flexible seating. Fixed seating breaks up talkers, stops socializing.

07130 - confusion, disruption, noise level: is a disadvantage of flexible seating. Fixed seating cuts down on disruption and confusion, separates trouble-makers.

07131 - control and discipline: are difficult to maintain with flexible seating. Fixed seating makes this easier. Fixed seating cuts down on vandalism, theft (more of these problems with flexible seats). Know who writes on desks with fixed seating.

07132 - learning names, calling roll: is hard with flexible seating, easy with fixed seating. Can keep a seating chart with fixed seats; organization

07133 - substitute teacher: has more difficulty with flexible seating. Easier for her if seating is fixed. She wants a seating chart, needs to be able to call kids by name, etc.

07134 - students are more comfortable, relaxed with flexible seating. It relieves rigid atmosphere. Kids like to sit with friends, students are happier so they work better if seating is flexible, can be used as a reward for good behavior. With fixed seats, kids feel imprisoned, students don't like it.

07135 - cliques are more apt to form with flexible seating. Fixed seats break up cliques, keep them from developing.

07136 - other.

(2 pt. scales: give ND unless response can be scored as 1 or 2)

Maximal learning occurs with:

2 = fixed seating: you can put slow student next to someone who can really help; peer tutoring, group work is more effective. With flexible seating, students are more apt to copy, cheat, or get help from someone who gives them wrong information. With fixed seating, it is easier to maintain attention, comprehension. You can put a kid with problems up front. With flexible seating, kids are apt to sit where they can't see or hear. Too distractable with buddies.

07137

1 = Flexible seating: students can work together more easily; do group work. Are not embarrassed about moving over to get help. Peer tutoring is easier. Student has more control

Variable #

over learning environment, can move to where they can see and hear. With fixed seats, a student may be in a seat where he can't see or hear, or next to someone who disturbs him, and won't tell you.

Personal development and peer relations favor:

2 = fixed seating: kids can't handle the freedom of flexible seats; they need structure; they like the security of fixed seats; fighting over seats is avoided. You can separate kids with personality conflicts.

07138

1 = flexible seating: students learn responsibility and cooperation. With fixed seats, you are not forcing kids to be responsible. Positive peer interaction is more apt to develop with flexible seats. Kids can make new friends. Those with personality conflicts can keep away from each other.

34-35. Omitted.

36. What is prepared for the substitute if you must get one?

Checklist (1 = absent, 2 = present)

07139 - lesson plans, instructions, next day's assignment -- regularly scheduled material

07140 - special lesson plans (usually simplified) -- skills work, drill, review, dittoes, busy work, written assignment, test, reading assignment, easy work

07141 - general information -- rules, bell schedule, location of materials

07142 - seating charts; class roll

07143 - notes on reliable and/or problem students, discipline problems

07144 - mentions limitations of substitutes -- doesn't let them present new material, they can't handle audio-visual aids, media, doesn't let them test.

07145 - other; puzzles, games

37. Do you have a problem with students waving hands and blurting out answers?

(3 pt. scale)

1 = no

07146 2 = qualified yes/no

3 = yes

Variable #

38-39. How do you handle the problem of students waving hands and blurting out answers?

Checklist (1 = absent, 2 = present)

07147 - reprimand, respond negatively, don't tolerate it, non-verbal intervention (stop, stare)

07148 - tell them to raise hands, to stop, wait, take turns

07149 - emphasize good manners, respect others, be fair, give others a chance to think and/or respond; tell them why I don't want it

07150 - ignore called out answers

07151 - sometimes not considered a problem because it indicates enthusiasm, involvement, which is nice

07152 - not considered a problem when it happens, or doesn't deal with it; accepts answer

07153 - other.

40. How do you deal with those students who never volunteer?

Checklist (1 = absent, 2 = present)

07154 - call on them, make sure all students answer, use patterned turns

07155 - call on them when sure they know answer; ask easy question to avoid embarrassment and to build confidence

07156 - leave them alone, especially if student is upset, tired, or extremely shy; just grade them on written work

07157 - try to draw them out; ask their opinion, use their personal interests, use a game to draw them out, give extra attention, talk to privately; work one-to-one with shy kids.

07158 - other; put with smart kid;praise correct parts of answer

Variable #

41. How do you deal with those students who never respond when you call on them?

Checklist (1 = absent, 2 = present)

07159 - go on to another student

07160 - go on to another student, but contact later for private conference

07161 - private conference; discuss the problem

07162 - eventually ignore, leave alone, don't call on them; after the other strategies fail

07163 - repeat; rephrase; ask easier, leading questions; give hints; stick with them; give him time to think

07164 - avoid embarrassing student in dealing with this situation; put him at ease

07165 - not a problem, rarely happens

07166 - other; refer to counselor, office; individual questions encourage show offs; participation can affect grade; put kid on individual work.

42. How do you deal with those students who aren't paying attention?

Checklist (1 = absent, 2 present)

07167 - call his name

07168 - call on them; ask them a question

07169 - reprimand, call down, threaten, scold, criticize, embarrass publicly, call class attention to him, assign detention

07170 - management; tell them to pay attention, to knock it off, get to work, ask them if they're listening

07171 - non-verbal intervention; stop and wait, touch the student, glare, go stand by student

07172 - talk to them privately, find out why; discuss the problem with the student

07173 - seek outside help: parents, counselor, office

Variable #

42. continued

07174 - do nothing, leave them alone, especially if non-disruptive, or tired, upset

07175 - other; try to vary activities to maintain interest; call entire class to attention; joke about it; move to a different seat; let him know she knows (method unspecified); refuse help if asked for alter; if whole class is tuned out, she gives up.

INCENTIVES AND MOTIVATION

43-44. What types of students do you see as alienated or unmotivated and to what do you attribute this lack of motivation?

Checklist of characteristics ascribed to alienated, unmotivated students: (1 = absent, 2 = present)

07176 - language, SES, cultural differences, minorities (blacks, Chicanos)

07177 - consistent failures, repeaters (older students)

07178 - poor self-concept, lack of confidence, fear of failure, withdrawn

07179 - lack of ability, low achievers, slow learners, too far behind; can't read, lack basic skills, poor academic background

07180 - inappropriate, irrelevant materials

07181 - emotional-personal adjustment problems; physical disability; very small or large in size; troubling personal relationships

07182 - home problems, family life, home environment

07183 - lack of parental interest, encouragement, or good example

07184 - peer problems, no friends

07185 - social involvement with peers, opposite sex

07186 - lack of interest; boredom; don't care; don't value education; don't want to make good grades

07187 - anti-authority, belligerent, disruptive, hate or dislike teacher

07188 - teachers are at fault; gave kid bad self image, kids told them were stupid; teachers failed to motivate; do not take time to work with them, unchallenged bright student

07189 - other: drugs, etc.; often absent; won't work if he doesn't like you

Variable #

45. What do you do about students who simply refuse to do their work and do not turn in assignments? (Establish hierarchy if there is one.)

Checklist (1 = absent, 2 = present)

07190 - keep at them, nag, encourage, threaten, fuss, pressure, praise

07191 - adjust materials, activities to his level of ability and interest -- then build from there

07192 - conference with student to discuss problem

07193 - extra attention, help after school or in class, teacher aide; move desk up next to teacher

07194 - contact parents

07195 - refer to counselor or office, conference with counselor and/or parents involved

07196 - fail them, forget them, do nothing (no other response given)

07197 - same as above, but only as a last resort, after other strategies fail

07198 - discuss with counselors or other teachers

07199 - other; guards relationship with student over parents, detention

Response indicates a hierarchical or step-by-step process (usually from trying to cope with it in class in some way to seeking outside help):

1 = hierarchy absent

07200

2 = hierarchy present

Variable #

46. What about students who do not understand the directions or do not take time to read them carefully?

Checklist (1 = absent, 2 = present)

07201 - teacher gives oral directions, explanation, discussion; repeats, rewords, goes back over; reads to students (public or unspecified)

07202 - same as above, but teacher specified these contacts were private

07203 - have student read, re-read, or repeat directions to teacher

07204 - teacher uses developmental and/or preventative approach (vs. remedial approaches as listed above) such as teaching a unit on answering test questions and following directions, giving simple and specific directions to start with, work examples and illustrate

07205 - teacher reacts negatively in some way to those behavior: e.g., warns students to attend to directions, has rule about one explanation only on tests, eventually has talk with student to let him know she doesn't like it, won't tell them if they can find it in the book, grades student down; make him do it over

07206 - other; ask him what he doesn't understand; they will usually ask questions, send to counselor (lots of different "others" - too many to specify)

47. Do you feel that students should automatically be interested in the subject matter, or do you feel that they should be externally motivated in some way to learn it?

(2 pt. scale)

2 = student should automatically be interested, or teacher has some responsibility for motivation, student has some (include responses saying teacher can't motivate students who don't have any interest at all, and responses saying some students are more motivated than others).

07207

1 = teacher has to motivate. Motivation is the teacher's responsibility.

Teacher tried to account for her response, mentioned reason(s) why students need external motivation.

(2 pt. scale)
1 = this type response absent

07208

2 = this type response present

Variable #

48. Do you consistently reward good behavior or good work?

(3 pt. scale)

1 = no

07209 2 = qualified response: not consistently, reward work but not good behavior, not as much as I should

3 = yes

49. How do you reward good behavior or good work?

Checklist (1 = absent, 2 = present, NR or NA = ND)

07210 - grades, bonus points

07211 - verbal praise (private or unspecified)

07212 - written comments on paper

07213 - public recognition, public praise, display work, use as an example, show work to other teachers, counselors

07214 - out-of-class privileges: library, field-trips, assemblies; get to eat out, run errands

07215 - in-class privileges: special activities, games, tapes, films, get to help teacher, act as tutor, exemption from tests or homework, get to talk

07216 - time off; free time; free days, get to leave early

07217 - concrete rewards: candy, gum, awards, certificates, gifts

07218 - extra personal contact and attention; physical affection, kind words, show approval, love

07219 - call parents to brag, send home complimentary notes, reports, etc.

Variable #

TEACHER-STUDENT RELATIONSHIPS

50. Do you think that becoming close to and familiar with students is a plus for building rapport or a negative because familiarity causes students to become overly familiar in turn?

(4 pt. scale)

4 = a plus, definitely a plus; 90-95% of kids can benefit (responses with no qualifying statements or reservations about becoming familiar with students)

3 = a plus, but: some distance must be maintained; don't overdo it; don't be too familiar; don't be buddies or pals, but an adult friend

07220

2 = depends on student and teacher; could be either way; try to stay on middle ground. (Ambivalent responses, teacher does not express a definite positive or negative, gives both sides, etc.)

1 = a negative: keep your distance; draw a line; familiarity is a negative; try not to get too close. (Any response in which teacher is more negative than neutral or positive.)

51. What is the relative importance of developing social relationships with students versus seeing that they are exposed to subject matter adequately?

(3 pt. scale)

3 = teacher appears to be more concerned with social development; responds with fairly clear statement that social aspects are more important than academics; social development is most important part of junior high training; social aspect is extremely important;

07221

2 = teacher thinks both are important but does not clearly put one above the other; good social relationships in classroom enable subject matter learning

1 = subject matter more important than social development. Teacher clearly emphasized academic over social.

Checklist of why social relationship between student and teacher is important: (1 = absent, 2 = present)

07222

- teacher knowledge of students lets her know how to deal with learning problems, or understand why student is not performing; the more you know about them, the better you can teach them; can adjust lessons in response to student interests.

Variable #

51. continued

07223 - teacher-student relationship may serve as a strong motivator; students must like or respect teacher before they will work for her; students may work in order to please teacher (especially the slows).

07224 - teacher-student rapport in general facilitates learning: students feel comfortable about seeking help or asking questions; students more likely to accept instruction.

52. How do you handle students who are disruptive and cause trouble? (Establish step-by-step process)

Checklist (1=absent, 2=present)

07225 - talk to student, have conference with him; work one-to-one; tell what is expected and why.

07226 - reality therapy, contracts.

07227 - management: warn, reprimand, threat, criticize, non-verbal intervention.

07228 - isolate student; move him up front or out into hall.

07229 - keep after school, or after class.

07230 - contact parents, call parents, send note home.

07231 - refer to counselor; conference with some combination of teacher, student, parent, or counselor.

07232 - send to principal, office.

07233 - send to detention, ISS, OCS, etc.

07234 - other: give up; ignore him; have them do special errands; have them write sentences; social probation

2-point scale

Response shows escalating step-by-step process (usually from management attempts and punishments within the class to seeking outside help).

1 = no step-by-step process evident, or process very truncated.

07235

2 = process in present.

Variable #

53. What misbehaviors do you feel are severe enough to require some disciplining on your part?

Checklist (1=absent, 2=present)

07236 - disruption, disobedience: bothering other students, distracting others, excessive noise, disregard for classroom rules.

07237 - profanity: swearing, vulgar language.

07238 - lack of respect and consideration for teacher or other students: rudeness, talking back, name-calling, verbal abuse, smart remarks, sarcasm, tormenting or picking on another student, invasion of privacy.

07239 - constant talking: blurting out answers, interrupting, talking when teacher is, won't shut up and be quiet.

07240 - roughhousing, fighting: pushing chairs about, throwing things, destruction of property.

07241 - disregard for school work: tardiness, cutting class, not bringing materials, not doing homework, not working in class, not paying attention, cheating.

54. What methods do you use to establish credibility with your students? (Make yourself believable and establish their respect).

Checklist (1=absent, 2=present)

07242 - be consistent, follow through: no empty threats, carry through with promises and threats.

07243 - be fair: treat everyone equally, don't play favorites.

07244 - be honest, sincere: don't try to fool or trick them.

07245 - maintain teacher role: have good knowledge of subject matter, act like you know what you're doing, be "correct" in manner; maintain calm front, let them know you're serious about teaching.

07246 - show trust, caring, respect for students: socialize with them, be affectionate, listen to their side, don't manipulate them, don't patronize, show you care; relate on a personal basis.

Variable #

54. continued

07247 - admit mistakes, be a real person: tell them when I don't know; let them know I'm human, tell them something about myself, get off the pedestal.

07248 - other: go by experience; I don't know; they know my reputation; try to set a good example for them; do right by them and expect the same.

55. Do you think that student ratings of their classes and teachers are valid?

3-point scale:

07249 3 = unqualified yes

2 = qualified yes, uncertain undecided, partly, don't know

1 = unqualified no

56. If not, why not? (Why do you think student ratings are invalid)

Checklist (1=absent, 2=present)

07250 - students are too immature, emotional, not thoughtful.

07251 - kids will respond on basis of irrelevant factors: revenge, peer pressure, like or dislike for teacher.

07252 - procedural objections: poorly worded survey, poorly timed (late in year), should be given more than once, must be explained carefully.

57A. Do you think their responses to our questionnaire will show that they can distinguish between a teacher's ability to teach the material and her ability to establish rapport with the student?

3-point scale:

3 = yes (unqualified, qualified, probably so, most can).

07253 2 = don't know, some can, some can't.

1 = qualified or unqualified no, very few can, most can't.

Variable #

57B. Teacher responds "yes" or "no" to #55, but contradicts herself in 57A. (response given a 1 only if the teacher received a 1 or a 3 on 57A-- a 2 does not clearly enough state a position to contrast with 55).

2-point scale

2 = consistent answers, no contradiction

07254

1 = teacher contradicts herself

CURRICULUM AND TEACHING METHODS

58. How often do your discussions involve the whole class? (Since this was interpreted differently by some teachers, it will be scored as two separate questions).

A. What portion of your class discussions involve the whole class?

2-point scale

2 = always, almost always, most of the time, usually

07255

1 = about half the time, moderate amount, seldom, occasionally

B. How often do you have class discussions?

3-point scale

3 = daily

07256

2 = almost daily

1 = 3 a week or less.

59. Omitted

Variable #

60. What advantages do you see for class discussions?

Checklist (1=absent, 2=present)

07257 - students can learn by hearing others; slower ones learn from what the brighter ones say, may learn better from peers.

07258 - teacher can find out problem areas; see if they understand the material, catch questions that might not be asked otherwise; get insight into individuals; get good ideas.

07259 - more effective use of teacher time; helps teacher get the material across, whole class hears what is said, can talk to everyone at once, then some can go right to work--leaves more time for others; clears up misconceptions.

07260 - stimulates motivation, interest; gets them involved, better attention, fewer behavior problems; gets kids to think; it's a good release for them.

07261 - students learn communication skills, learn how to verbalize, use language; facilitates peer interaction; increases listening skills; learn how to discuss; exchange of ideas among students; chance to express themselves.

07262 - everyone participates; establish identity, gain confidence; shy kids begin to speak out; kids get input.

07263 - other: smart kids learn tolerance; more unique teacher input; saves paperwork; class discussions are fun; relate personal ideas to math.

61. What disadvantages do you see for class discussions?

Checklist (1=absent, 2=present)

07264 - many don't or won't participate.

07265 - hard for the teacher to do: difficult to give everyone a chance to speak, certain students are apt to dominate; must attend closely, is tiring, hard to talk to whole class.

07266 - control problems; students may become too loud or excited.

Variable #

61. continued

07267 - discussion may get misdirected; may wander, go off on tangent, get petty, trivial, may start argument; students get upset with each other; poor topic may arise.

07268 - difficult to do with different ability level students; may bore the brighter ones, slow students may feel uncomfortable, may get lost or confused, slow ones may not benefit.

07269 - loss of attention, students tune out, not listen to each other.

07270 - no disadvantages.

07271 - other: some function better in a small group; not a good way to present information; rewards competitiveness; they just say what they think teacher wants to hear; can't teach to individuals; waste of time after a certain point.

62A. Do you feel that you direct more questions to brighter students? Or about even between brighter, average, and below average students?

Checklist (1=absent, 2=present)

07272 - targets questions: more to brighter, more to slower, etc.

07273 - equalizes questions, or targets questions at certain times for specific reasons; more to brighter when introducing new material, but spread them out rest of the time; more to brighter at first, then direct follow-up questions to slower students.

07274 - teacher doesn't really answer question: I don't ask many questions; I don't call on students, they volunteer; I try to ask questions that the majority can respond to.

Variable #

62B. For teachers who say they do target their questions: (ND for the others)

2-point scale:

2 = more questions to brighter

07275

1 = more to average and brighter; more to average; more to slower; more to average and slower.

63. For what proportion of seatwork time do you stay at your desk and allow students to come to you with questions and what proportion do you go around the room to check work?

5-point scale (give ND if response too vague, or irrelevant)

5 = 80-100% of time the teacher goes to the student. Rarely at desk, always on the move.

4 = 60-79% of the time the teacher goes to students. Up and around more than down. Mostly walk around.

07276

3 = 40-59% half and half; about equal time doing both.

2 = 20-39% of time teacher walks around. Mostly at desk. Students come to me more than I go to them.

1 = 0-19% of time teacher goes to students. Rarely go to them. Almost always at my desk.

64. What book or books are you now using, and how far did the class get in their materials by the end of the year?

Checklist English (1=absent, 2=present)

07277 - literature: Projection, Counterpoint

07278 - literature: easier supplementary materials.

07279 - spelling: Basic Goals in Spelling

07280 - grammar: New Approaches (adopted text)

07281 - grammar, self-made, workbook, easier or supplementary material; old, out-of-adoption grammar texts, transformational grammar packets.

Variable #

64. continued

2-point scale of progress: Spelling

1 = teacher covered lower grade level spelling or only part of on grade-level spelling book.

07282

2 = teacher covered grade level spelling.

3-point scale of progress: Grammar

1 = 0-33% of material covered

07283

2 = 34-67% of material covered

3 = 68-100% of material covered

3-point scale of progress: Literature

1 = 0-33% of material covered

07284

2 = 34-67% of material covered

3 = 68-99% of material covered

Checklist: Math (1=absent, 2=present)

07285 - Modern School Mathematics only.

07286 - used other more challenging materials in addition to adopted text.

07287 - used other easier materials in addition to adopted text.

65. To what degree did different groups or individuals in your classes accomplish the desired objectives (cover the material)?

2-point scale

1 = some accomplished a good deal, most did something, a few did very little

07288

2 = high degree (more than 75%) of accomplishment of teacher's or district's objectives

Teacher's response:

1 = one overall comment, evaluating totals

07289

2 = split into several subgroups for evaluation

66. On what teaching objectives especially concentrate?

Checklist: English (1=absent, 2=present)

07290 -writing skills, creative writing, composition, paragraphs.

07291 -spelling, vocabulary.

07292 -grammar, sentence structure.

07293 -reading comprehension, reading skills.

07294 -literature (reading), mythology, lit. appreciation, exposure to.

07295 -verbal communication, discussion ability.

07296 -self reliance, independence, responsibility in doing work, thinking for themselves, clear thinking

07297 -other: library research, use of dictionary, see relevance of class work.

Checklist: Math (1=absent, 2=present)
(Note that the item "4 operations on whole numbers, basic computational skills" dropped out because only 4 responses did not include this.)

07298 -4 operations on decimals, percent, fractions.

07299 -geometry, algebra (H.S. preparation).

07300 -understand math, relate to real world.

07301 -personal and intellectual growth; accepting responsibility, working to potential, improving study skills, appreciation for math, improve self concept, follow instructions.

67. Why did you concentrate on these?

Checklist: (1=absent, 2=present)

07302 -important for later life, is a basic, everyone needs to know this, need this to function well in society, everyday life, it's just importa

07303 -important for other classes and for high school, college.

07304 -needed this most, have been neglected in this area, were very poor in this.

07305 -district guidelines, standard objectives, on curriculum chart.

07306 -other: expand intellectual horizons, personal reasons, want them to have a good feeling about English or math, geometry gives a visual sense of math, last chance to get it.

68. To which ones did you assign less importance?

Checklist: English (1=absent, 2=present)

07307 -grammar, linguistics.

07308 -learning or memorization of specific, detailed facts.

07309 -spelling, vocabulary, literature, mythology, plays, poetry.

Checklist: Math (1=absent, 2=present)

07310 -geometry, algebra, trigonometry.

07311 -bases.

07312 -number theory, probability, statistics, sets, properties, integers.

07313 -other: %, fractions, decimals, word problems, flow charts, Roman numerals, terminology.

69. Why are these less important?

Checklist: (1=absent, 2=present)

07314 -less important, less useful for later life.

07315 -lack of time, would take too much time to teach.

07316 -too difficult, abstract, students not prepared for this.

07317 -memorization or learning of rules, facts not as important as understanding concepts, functions.

07318 -students did not need it now, will get it later or have already had it.

07319 -everything is important; wouldn't teach it otherwise.

07320 -other: material is forgotten too quickly, don't push slow classes too hard.

MISCELLANEOUS GENERAL QUESTIONS

70. Do you feel that busing has worked in achieving the desired goals for minorities (equal educational opportunities, primarily)?

3 point scale:

3=yes, qualified yes ("yes, but it could be better").

07321 2=uncertain, yes and no, has worked partly, DK, NR.

1=qualified no, no.

71. What advantages do you see in busing to achieve integration?

Checklist: (1=absent, 2=present)

07322 -expose students to different kinds of people, ideas, cultures, lifestyles; can see other ways of living; is more representative of real life. (No mention of beneficial changes in outlook, attitudes, understanding).

07323 -helps break down racial prejudice, kids learn tolerance, understanding; chance for biracial friendships, interaction. (Emphasizes growth, new attitudes, etc.)

07324 -minorities receive better schooling, more opportunities; better materials, facilities; teachers who try.

07325 -no advantages, none.

07326 -other, advantages are political, satisfies courts, black families have moved into local schools' neighborhoods, has an effect on teachers.

72. What disadvantages do you see in busing to achieve integration?

Checklist: (1=absent, 2=present)

07327 -time spent on buses; distances too great, kids tired & upset when they get to school; get up early, get home late.

07328 -downgrades education, hurts capable kids; teacher must spend too much time with blacks, so others are neglected.

07329 -cultural, economic, academic backgrounds are so disparate that minorities feel inferior, frustrated in competing with more advantaged students; adjustment problems, culture shock.

07330 -bused kids can't stay after school for extracurricular activities, discipline; difficult for parents to be involved, come to PTA, etc.

07331 -destroys neighborhood concept; takes kids away from friends, neighborhood; they don't identify with new school, remain segregated within the school; loss of identity for bused kids; neighborhood school decline; sets up an artificial situation.

07332 -bused students feel angry, antagonistic, resentful, unhappy, they don't want to be here; hold negative attitudes.

07333 -causes disruption, control problems, tension, racial conflict.

07334 -busing is unfair, one-sided; one-way busing won't work; only certain communities make the sacrifice; why should only blacks be bused?

07335 -other; miss out on their own culture; teachers not trained to cope with minorities, generates more staff paperwork, schools receiving bused blacks don't want them; absorbs time and dollars that could better be spent elsewhere; isn't producing any gains.

73. To what degree do you work with fellow teachers in your subject area?

3 point scale:

3=a great deal.

07336 2=a moderate amount, some.

1=a small amount, none (C days only).

Checklist: how they interact (1=absent, 2=present, ND if teacher didn't mention how they interact.)

07337 -share materials, ideas, plan units.

07338 -formally structured situations and C. days, dept. meetings, team teaching.

07339 -informal contacts--rapping in lounge, halls, etc., working relationship develops with 1 or 2 teachers informally.

07340 -contact very limited because of community/team structure of faculty.

07341 -mentions supervisory role, i.e. dept. chairman, grade level coordinator, lead teacher, etc.

74. In what way do you work with the school counselors?

Checklist: (1=absent, 2=present)

07342 -negative response: I don't, as little as possible, very little, etc.

07343 -academic scheduling, high school courses.

07344 -referral of behavioral, emotional, discipline problems for counseling.

08345 -teacher consults counselor for advice, background information on students, test data, classroom management, own personal problems.

07346 -gives counselor a classroom role: lead group discussions, human relations program, career unit, accompany class on trips.

07347 -conferences (teacher-student-counselor, or teacher-parent-counselor).

07348 -other, during retreats, casually over lunch, (s)he sends out forms that I fill out, C prepares T when placing discipline problems or special education kids in class, teacher gives counselor information on students.

75. What are the advantages of having a student teacher?

Checklist: Has had a student teacher. (give ND if uncertain)

1=no

07349

2=yes

Checklist:(1=absent, 2=present)

07350 -get new ideas, learn from them.

07351 -more teaching capacity; doubles student-teacher ratio.

07352 -teacher has more free time for planning, clerical work, etc.

07353 -professional duty to help new teacher; good feelings, rewarding

07354 -good for kids to be exposed to new ideas, techniques; good for them to interact with a new, different person.

07355 -other, see how kids react w/ someone else.

76. What are the disadvantages of having a student teacher?

Checklist: (1=absent, 2=present)

07356 -teacher holds negative expectations; a weak student teacher is more trouble than she's worth; student teacher unprepared emotionally for authority; may relate inappropriately with students; can't teach effectively, you might get a bad one.

07357 -discipline problems are apt to develop (mentioned specifically).

07358 -It is time-consuming to have a student teacher, a lot of work.

07359 -students have problems adjusting to new teacher. (This response may be a way of getting at a discipline problem). Might be bad for kids.

07360 -teacher loses contact with students.

07361 -other.

SPECIFIC QUESTIONS FOR MATH TEACHERS

77. Are you familiar with the content covered in the CAT math test?

3-point scale:

3=yes.

07362 2=qualified yes.

1=no and NR.

78. Does it adequately measure math ability in your students?

3-point scale:

3=yes.

07363 2=qualified yes.

1=no, DK, NR.

79. If not, why not?

Checklist: (1=absent, 2=present)

07364 -teacher mentions that either difficulty level or content are inappropriate.

80. What methods do you use to teach math to students who can't read or who can't read very well?

Checklist: (1-absent, 2=present)

07365 -remediation: ascertain reading level and assign work on that level; use individual help, peer tutors; expose to reading material; give lesson and test on vocabulary; work examples; send to reading teacher.

07366 -avoidance: teacher has students read to non-reader.

07367 -avoidance: oral directions, explain verbally, discuss.

07368 -avoidance: no word problems, computation only, take reading out of assignments.

07369 -other: games, puzzles, packets; a big problem, not a problem.

07370 -teacher gave both avoidance & remediation responses.

81. How much progress do you feel your slower students have made this year: A small amount? More than expected?

3-point scale:

1=small amount, very little, none.

07371 2=a moderate amount, about what they have in the past.

3=somewhat more than expected, a great deal.

07372 Omitted.

2-point scale:

1-teacher responded by considering slow students as a group.

07373

2=teacher responded by differentiating progress among slow students.

82. Amount of progress is affected by:

Checklist: (1-absent, 2=present)

07374 -amount of teacher-student contact; teacher help, individual conferences with teacher, special attention, grouping; classes too big; not enough time for one-to-one contact.

07375 -affective variables: teacher works to build self confidence; use of praise; teacher gets students' confidence; rapport; level of student motivation; opportunity to experience success; attitudes they come to school with; expectations for performance held by teacher.

07376 -academic factors: appropriate materials, emphasize basic skills, focus on weak areas, drill and repetition, homework, grouping, deficiencies in student.

07377 -other: 6th grade center failure; student gave teacher credit; teacher learned how she needed to change & adapt to integrated school; just can't reach some; change of teacher during year.

Teacher names these as contributing to her classes':

07378 1=lack of progress.

2=progress.

SPECIFIC QUESTIONS FOR ENGLISH TEACHERS

77. Name some of the techniques you use for teaching spelling.

Checklist: (1=absent, 2=present)

07379 -go over pronunciation & meanings, write definitions.

07380 -divide words into syllables.

07381 -use in sentences, in context.

07382 -drill, written exercises, write words several times, homework.

07383 -word games, puzzles, flash cards

07384 -spelling bees, oral work, repetition, games, board work.

07385 -teach rules, phonetic concepts.

07386 -stress recognition of word root, prefix and suffix.

07387 -give tests, either pretest for diagnosis, or end of unit test.

07388 -other: individualize, memorization, dictionary work.

Checklist: (1=absent, 2=present, code only one item "present")

07389 -teacher uses individual seatwork techniques only.

07390 -teacher uses class activities only.

07391 -teacher uses both.

78. What techniques do you use for students who can't read very well at all or can't read at their grade level?

Checklist: (1=absent, 2=present)

07392 *-special materials; lower level, high interest reading material.

07393 *-individual contacts, extra attention from teacher, one-to-one help, extra opportunity to read orally.

07394 *-tutors (peer, U.T.), buddy system.

07395 **-send student to resource teacher, reading specialist, reading lab, ESSA program, reading skills class.

07396 **-audio-visual aids: listening stations, tapes, films, filmstrips.

07397 -other: give oral directions, grouping, read-in, avoid embarassing students who must use low level materials, have bright students read to slow ones, teacher reads to non-readers.

2-point scale:

Check one category for each teacher:

1= teacher gives both types of responses (remediation and avoidance: includes at least one one-star and one two-star category in teacher's response.

07398

2=teacher reports techniques to improve reading ability. (Those categories in the checklist having one star.)

79. Do you use peer tutoring?

3-point scale:

1=no

07399 2=qualified response: occasionally, rarely, sometimes, some.

3=yes.

80. What are the advantages to peer tutoring?

Checklist: (1=absent, 2=present)

07400 -maximizes teacher time and effort.

07401 -academic advantages for tutee: peer better at explaining than teacher, better communication between peers.

07402 -affective advantages for tutee: tutee feels more comfortable about asking questions and making mistakes, feels less pressure, more comfortable, more willing to accept help from peer.

07403 -advantages for tutor: builds ego, confidence, understanding, sympathy; learns by explaining.

81. What are the disadvantages to peer tutoring?

Checklist: (1=absent, 2=present)

07404 -tutor's effectiveness limited by his own skills and knowledge; may give answer rather than teach, or give wrong information.

07405 -session may degenerate into socializing.

07406 -tutor-tutee interpersonal problems: tutee resentful, tutor overbearing, lack of empathy, tutee embarrassed.

07407 -penalizes tutor academically.

82. Do you have students read aloud?

1=qualified yes, and "no" responses.

07408

2=definite yes.

83. Why do you have students read aloud?

Checklist: (1=absent, 2=present)

07409 -assess reading ability (at first of year or later); catch problems, check pronunciation

07410 -insures entire class understands; aid to poor readers; keeps class together; all cover same material.

07411 -kids enjoy it; do it for fun; like the public recognition opportunity.

07412 -facilitates participation; increases confidence and interest.

07413 -facilitates discussion; teacher can emphasize points; good questions come up

07414 -teaching tool, gives practice, helps learn pronunciation, a listening activity.

07415 -other.

84. What do you consider to be appropriate composition criteria?

Checklist: (1=absent, 2=present)

Mechanics:

07416 -punctuation, capitalization.

07417 -spelling.

07418 -grammar.

07419 -complete sentences, sentence structure.

07420 -paragraphs, topic sentences.

07421 -length.

07422 -other.

Content-Structure:

07423 -organization; structure; clear, organized thinking; unity of sentences; coherence; complete thoughts.

07424 -content; subject that challenges, interests student.

07425 -creativity, originality; expression of self or feelings.

Checklist: (1=absent, 2=present)

07426 -mentions mechanics only.

07427 -mentions both, or content-structure only.

85. Do you regularly use games and other "fun" devices as instructional supplements? Do you use them for promoting social interaction and getting to know the students?

1=no

07428

07428 2=yes

If yes, then:

Checklist: (1=absent, 2=present)

07429 -as instructional supplements!

07430 -for promoting social interaction and getting to know students.

07431 -rarely, occasionally during year.

86-7. In what ways do you use non-written language for communicating subject matter?

Checklist: (1=absent, 2=present)

07432 - oral reports, speeches, extemporaneous speeches, recite poetry, debate, make-up commercials.

07433 - acting, role-playing, pantomime.

07434 - read aloud: short stories, plays, poetry.

07435 - art, bulletin boards, illustrations, posters.

07436 - Other: games, listening stations, etc.

SPECIFIC QUESTIONS ABOUT THE TWO CLASSES IN WHICH WE OBSERVED

83. What differences do you see between the two classes in which we observed?

84. To what do you attribute these differences? Group size? Time of day? Student ability? Excess of troublesome students?

Checklist: (1=absent, 2=present)

07437 - size of class.

07438 - time of day.

07439 - classes differ in ability level due to tracking or ability grouping: "one high track with high reading score and high motivation, the other is very low"; "1st period is average, 4th period is higher track."

07440 - difference in student ability; "1st is much brighter, 1st students working at higher level, 2nd period--90% of students are remedial"; "4th period has more slower students". (homogeneity high/homogeneity low)

07441 - some classes exhibit extremes of ability while other classes contain more homogeneous abilities; "2nd--highly motivated, good kids, 5th--schizophrenic, very high and very low, no middle"; "2nd--more cohesive group--not really extremes of learning ability as in 3rd." (heterogeneity/homogeneity)

07442 - differences in motivation, cooperation, responsibility, work habits, maturity.

07443 - differences in behavior, number of troublesome kids, discipline problems, control necessary.

07444 - differences in class personality, due to interpersonal relations or the effect of particular individuals: "3rd period--more cliqueishness, divisiveness"; "2nd is quieter, passive group, 3rd more verbal and easily excitable"; "4th has more clowns, 6th has more talkers".

07445 - differences in teacher-student relationship: teacher may like some classes better, teacher may have some kids who don't like her.

07446 - differences in background, homelife, SES between certain classes.

07447 - nodifferences seen between the two classes; chance or the computer account for the differences.

07448 - highblack to white ratio; more boys than girls (sex, race differences in class make-up).

07449 - Other: classroom is hot; attendance patterns, etc.

85. Are students randomly assigned to classes at your school?

2 = yes

07450 1 = no

86. Classes do differ in ability levels, sizes, troublesome kids, etc. To what extent should different classes determine your teaching methods or curriculum? (What do you see as your role responsibilities to different kinds of students).

Checklist: 1=absent, 2=present)

07451 - unspecified adjustments: should adjust teaching to class ability; I have to change to meet their needs; classes determine, to some degree, my teaching style; should react individually to each kid.

07452 - methods vary, but not curriculum.

07453 - curriculum, materials, emphasis varies, but not methods.

07454 - both methods and curriculum vary.

07455 - structure, discipline, control varies.

07456 - Other; does not adjust; get to all with the basics; you have to try, etc.

Teacher adjusts methods and/or materials in response to: (Check one only)

Checklist (1=absent, 2=present)

07457 - ability, individual differences in ability.

07458 - class personality, student interests, attitudes, emotional needs of some students, individual differences in affective areas.

07459 - both ability and personality.

87. Are there certain factors in classes and individuals that teachers cannot really do much about? If so, what are they?

Checklist: (1=absent, 2=present)

07460 - lack of parental encouragement, concern.

07461 - home problems, home environment.

07462 - learning disability, low IQ, low ability, non-readers, hyperactive, ED kids, etc.

87, continued

07463 - emotional problems, psychological adjustment, adolescence, poor peer relationships.

07464 - discipline, control, behavior problems, disruptive, antagonistic students.

07465 - lack of interest, motivation; students who can't or won't work; can't reach some, some have given up; you can't make them learn; student attitudes; alienated students.

07466 - student personality, or teacher-student personality conflict.

07467 - racial ethnic, cultrual background and values; SES, prejudice, language.

07468 - classroom given's: size, time of day, availability of materials, ability range.

07469 - can always try to do something about any situation--don't give up, "can do" attitude.

07470 - Other: absence, school policies, black teacher gets more than her share of problem blacks; Teacher has given up and doesn't try.

88. What do you think the most important attributes a teacher in your position needs to have to do an effective job of teaching?

Checklist: (1=absent, 2=present)

07471 - patience.

07472 - sense of humor.

07473 - energy, health.

07474 - honesty, sincerity, be a real person.

07475 - good, consistent, fair discipline and control.

07476 - understanding and concern for students; caring, sympathy, involvement, understanding of needs and problems of kids at this age level, sensitivity to individual differences.

07477 - like kids and teaching, desire to be there, devotion, enthusiasm.

07478 - communication skills.

88, continued

07479 - flexibility, be open-minded, open to new ideas, changes, methods.

07480 - knowledge of subject matter.

07481 - teaching skills, ability to explain, know how to present materials, good preparation, interesting activities, ability to motivate, awareness of student comprehension, dramatic flair.

07482 - concept of appropriate teacher-student relationship: get along with students but also command respect.

07483 - Other: self-control; good judge of people; foresee problems that may arise; information about kids, need rewards; be up-to date on current affairs; be available to students.